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ABSTRACT

Educational programs are needed to satisfy the multicultural needs of the children in schools today. Multicultural programs are a particular need in bilingual education programs. As one attempt to meet these needs, a supplementary social studies unit was developed for use in grade 4 as a tool to study the cultural roots of the children involved. The goal of the unit is to foster multicultural understanding among students and staff. It is a basic unit for the study of any country. The students do the work in English in the classroom and do the same work at home in their native language with parents or grandparents. Each section of the unit contains objectives, exercises, evaluation procedures, and grading suggestions. In addition to the introductory material on the need for multicultural education programs, and the units themselves, there are also suggestions for organizing the program, sources for materials, suggestions for various learning experiences, and guidelines for evaluation. (AMH)

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INNOVATIONS FOR MULTILINGUAL/MULTICULTURAL TEACHERS: A SUPPLEMENT FOR SOCIAL STUDIES CURRICULUM

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Innovation for Multilingual/Multicultural Teachers: A Supplement for Social Studies Curriculum

Introduction

The argument that America is a melting pot and the assimilation philosophy was based on the assumption that foreign cultures would negate the American culture. This assumption has not been received favorably by educators from different fields such as psychology, sociology and education. The reason being made is: it does not represent the reality of a society like the United States. The argument presented by Cubberley (1909) and others stated: "as long as we, Americans, have a political democracy, we also must have a cultural democracy and that ethnic groups have the right to keep their ethnic cultures and heritage." They introduced the "Salad Bowl" theory, stressing that each ethnic culture would play a unique role in American society, but would also contribute to the total society.

Undoubtedly, as Banks (1980) states that "there is a universal American culture shared by all American ethnic groups." This culture would be considered the top stratum, but below this are the ethnic sub-societies which perpetuate the particular culture and keep the peoples of these ethnic groups together. Many Americans with known ethnic backgrounds participate and accept both.

Bilingual education does not deal with only two cultures and two languages, as most of us in the field, probably understand. Bilingual teachers need to be aware of the fact that we are constantly involved with people of various ethnic backgrounds. For this reason there is a need to improve our educational programs to satisfy the educational needs of culturally different children. To fulfill these needs it is instumental for bilingual teahcers to go one step beyond bicultural to multicultural education. Whatis needed as stated by Banks (1980) is ...

> "Cross cultural competency--which are the skills, attitudes and abilities needed to function within a range of cultural and ethnic groups and the ability to interact effectively with individuals who belong to diverse social and ethnic groups."

So, to bridge the gap in our bilingual programs we are proposing a supplement to the basic social studies program to be used by fourth graders and above. The reason we have chosen the fourth grade is that there are certain writing and reading skills needed which all children below the fourth grade may not have. Most Social Studies programs are text book written and the cultures studied may not include any cultural group of the students studying the cultures. This supplement would be a tool to study the cultural roots of the students involved. Social Studies would be the logical curriculum in which to make ethnic pluralism a valid and intergral component as Gay (1980) emphasizes that, "Ethnic pluralism has direct im-

plications for achievemtnt of many of the universal goals of Social Studies."

This would be a basic unit that could be used in the study of any country and expanded (depending upon the interest of the children and teacher involved: or used as a supplement. The students would do the work in the classroom utilizing the English language, then they would take it home and do it in their native language with their parents and or grandparents. Using these two methods would give parents who could not write English but could write in their own language an opportunity to contribute.

The goal of this unit would be to foster an understanding of multicultures among the students and staff. The following would comprise the objectives of this goal.

Objectives

1. To try and expose the staff and students to the various ethnic backgrounds represented in their school.
2. To try and actively involve the parents in the school setting.
3. To expose the staff to some indepth knowledge of the ethnic background of the children they are teaching.
4. To expose the staff and students to some indepth knowledge of cultures, ethnic groups and traditions other than their own.

Procedure

In order to achieve the above objectives, the following procedures are recommended.

I. Organization

1. Take a survey of the second language spoken in the home and tabulate the results.

2. Take a survey of parents born in other countries. In some school systems you may find the information in both cases on the student enrollment card.

3. Present the tabulated facts along with the unit supplement to the principal and discuss the goals.

4. Require staff meetings to see how the stated objectives could be best carried out in that school.

5. One staff representative could be chosen from each grade, they would meet collectively with the principal, bilingual personnel and school librarian.

6. An agreed system would be chosen and implemented, with the selected learning experience suitable for the ability and age of the students involved.

We would suggest that, initially, the school be involved in this project during the month of October as United Nations Day is October the twenty-second. This project could be culminated with an "Open House and Bake Sale on the twenty-second of October which would involve the teaching staff, students and parents.

II. Sources and Personnel Involved

The following are suggested means of collecting materials related to the countries being studied.

1. Travel agencies are an excellent source for updated maps, posters, population figures and general information.

2. Consulates of various countries could be contacted so they could send information that the entire staff could utilize.

3. Library; mothers could be used to research and type out lists of films, filmstrips and kits available from the

district audio-visual center.

4. Berlitz books could be purchased for the languages studied.

5. National Geographic magazines should be collected so pictures can be cut out.

6. The librarian and bilingual personnel would be in charge of gathering specific resource materials relating to the countries.

7. The music, art, and physical education teachers could include some of the countries studied as part of their teaching curriculum.

8. Letters could be sent home informing parents of the project and asking them to check the areas in which they could contribute.

All of the above would have to be done and coordinated between the staff before any teaching could begin.

III. Learning Experience

1. Flags could be made of all the countries represented in the United Nations and displayed.

2. Posters and figures representing various countries could be blown up and used as bulletin board background.

3. Guest speakers, parents and grandparents could be invited to speak about their countries.

4. Filmstrips, movies and kits could be used as learning tools.

5. Grandparents or parents could come in with various foods or if the school has facilities, cook it together with the class.

6. The bilingual staff could be asked to wear the native dress of their country on a specific day.

This would also present an excellent opportunity to study the assimilations of the American Culture by the ethnic culture and the aspects of the ethnic culture which have been

assimilated by the American culture.

Evaluation

I. Measurable Evaluation

1. Quizzes could be given weekly on the material covered.

2. An interesting pre-test would be to hand the total test out and have each child do the unit without any pre-teaching. At the end of each teaching unit, compare the completed unit with the pre-test unit to see how much learning has taken place.

II. Non-Measurable Evaluation

Since the unit is composed of some subject matter which is characterized by qualities of thought rather than by units of performance there are some non-measurable objectives have to be taken into consideration.

1. Did the parents who did not speak English well come to share their customs and foods with their children's classes?

2. Did a majority of the parents contribute to the bake sale?

3. Did the majority of the non-English speaking parents come to the "Open House"?

4. Was there parental interest in the work sent home; did they help?

5. Did parents show interest in the unit by doing extra work and become more understanding of one another?

6. Did parents send personal belongings from the homes to be shared with the class?

If the above answers to the majority of the questions are "yes" then the unit was a success.

Finally, the classroom teacher must be aware that "some cultural conflict is unavoidable in ethnically pluralistic classrooms," (Gay, 1980). The teacher must become very sensitive to his classroom and be ready to deal with the situation.

However, the measure of success or failure can not be measured in terms of "now." The goal is to promote understanding between peoples of various cultures, this is an ongoing concept not a "today" or "now" concept. Whatever the outcome this is a worthwhile unit because for many it will be the first step of that concept.

Implementation

This unit has been implemented and evaluated at Schuchard Elementary School, Utica, Michigan, since October, 1980. This is a total school project involving grades kindergarten through sixth. Positive reactions from the school personnel were overwhelming. In addition, there was almost total cooperation from all the parents and much was brought into the school and shared by the parents. Since the implementation of this unit it became an atmosphere charged with high intensity learning and teaching.

The rewarding factor was that it transcended countries and became a truely global education - teaching and learning experience.

CONTENT

MULTICULTURAL SUPPLEMENT

Unit 1

Objectives

1. To establish the geographical location of the country.
2. To show where the students' ancestors or they themselves come from within the country.
3. To provide the student with an over all view of how the country functions: to establish his sense of "roots."

Content

If I lived in _____
Name of country

Draw a map or picture of your country.

1. Put the English spelling of the name of the country.
2. Put the spelling as it is spelled in that country.
3. Name the countries that border this country.
4. Name the town, city of province that your ancestors come from.
5. Mark the general area on the map.
6. Name the official language of the country.
7. Name the language spoken by your ancestors in that country.
8. Name the Capitol of the country and mark it on the map.
9. Name the system by which the country is governed.

Evaluation

The evaluation procedure for each unit taught would be determined by the ability of the students within the grade level. This would determine the method of evaluation such as essay, fill in, or multiple choice; for each individual

the passing grade would be seventy-five percent.

At the end of Unit 1, We would give an objective test based on the direct teaching of the material involved. Some examples would be:

1. Write the name of your country in English and your native language.
2. Name the countries that border your country.
3. Name the capitol of the country in English and in the native language.

Unit II

Unit II is divided into four sections: all having to do with the division as a time element.

Section A

Objective

The objective is to teach that in all countries the basic time element consists of seven days in one week and that in most countries one day is officially set aside as a holy day or day of rest. This day is not the same and is usually determined by the predominate religious culture within that country.

Content

In_____(name of country); the names of the days would be:

1. Monday_____
2. Tuesday_____

3. Wednesday_____

4. Thursday_____

5. Friday_____

6. Saturday_____

7. Sunday_____

In _____the holy day is _____.
(Example: Sunday is the holy day in the American Culture).
Explain if there is a holy day or day of rest in the country.

Evaluation

Students would be able to spell correctly and list the days in order in both languages. They would be expected to name (depending on the grade level) and explain the holy day of both countries.

Section B

Objective

To teach that in most cultures and countries the year is divided into twelve segments and these segments do have names.

Content

In _____ (name of country); the names of the months would be:

1. January_____
2. February_____
3. March_____
4. April_____
5. May_____
6. June_____
7. July_____
8. August_____
9. September_____
10. November_____
11. December_____

Evaluation

Be able to spell correctly and list in order the months of the year in both languages.

Section C

Objective

To teach that in most countries the physical year is divided into four segments labeled seasons.

To teach that these seasons do not occur at the same time in all countries. In the United States we are preparing for summer, in Argentina they are in the midst of winter.

Content

In _____ (name of the country); the names of the seasons would be:

1. Winter _____
2. Spring _____
3. Summer _____
4. Autumn _____

1. Compare their seasons with ours, as to temperature, rain or snow and length of season.
2. Compare their climate with our present climate.

Evaluation

Spell correctly and list in order the names of the seasons in both languages. Give a brief comparison between the native country and the United States as to when these seasons occur.

Section D

Objective

To teach that all countries set aside certain days within the year as celebration days, and to establish which days these are.

To show the similarities and differences of the days celebrated. Example: Most countries have a day of Thanksgiving but not on the same day.

Content

In _____ New Year's Day is on _____.

In _____ the major holidays are:
List the names of the holidays and their dates.

In the United States the major holidays are:
List the names of the holidays and their dates, with a brief explanation of each.

Compare the two ocuntries, list the holidays that are the same or celebrated for the same purpose and the ones that are totally different. Give a brief explanation of each.

Evaluation

List the major holidays in both countries and give a brief description of each.

Unit III

Objective

1. To teach that all countries have some sort of family unit into which one is born and raised.

2. That the members of this unit have special names signifying their relationship to one another.

Content

In _____ a family would be called a _____.

The Names for the following would be:

1. Mother _____

2. Father _____

3. Sister _____

4. Brother _____

5. Grandfather _____

6. Grandmother _____

7. Aunt _____

8. Uncle _____

9. Cousin _____

Some countries have more than one name for aunt and uncle, for example in Serbian the name that a mother's sister is called for aunt is different than the name that a father's sister is called for aunt. List and explain the difference if yours does.

Aunt _____

_____

Uncle _____

_____

Some countries do not have a specific name for cousin, if yours

does not explain the word or words that are used. If there are other differences with the other relations list them.

Cousin or others _____

_____

Write a short story about you and your family.

Include in the story:

1. Where you were born.

2. The number of people in your family.

3. Do you just speak English at home or do you speak another language, if you do speak another language do you speak it with everyone in your family or just with certain people.

4. Share with us any special traditions or customs that your family observes and practices.

5. If you were born in another country and went to school there compare the two schools and tell us what you like or dislike about each.

6. Are the boys and girls treated equally in your family or are there certain things expected of each that are different because of your culture?

7. Add anything else that you wish to share with us about your family.

8. If you have a family picture include it with your story.

Evaluation

Since one of the activities of this unit is to write a short story following specific guidelines; I would not have a test on this unit, rather I would allow adequate time to fully discuss the implications of the relationships.

There would be just a quiz to see if the student could name the nine relations in their native language. The grade for the unit would be determined by the quality of the short story.

Unit IV

Objective

1. To teach that all countries provide some type of shelter for a person to reside in.

2. To study the similarities and contrasts of the shelter provided between their home here and a home in similar setting in their native country.

3. To learn the names of some basic parts of the home in both languages.

Content

If I lived in _____; the name for a house would be _____.

Draw or use pictures to do the items below. Give a brief explanation as to how many rooms it might have and how it might be furnished.

1. A house or apartment in the city might look like this.

2. A house in the country might look like this.

3. Our house or apartment in the United States looks like this.

These are some words that would be used in describing a home, write them out in your native language.

1. Roof _____

2. Chimney _____

3. Wall _____

4. Floor _____

5. Ceiling _____
6. Door _____
7. Window _____
8. Glass _____
9. Bricks _____
10. Wood _____
11. Steps _____
12. Kitchen_____
13. Bedroom _____
14. Bathroom _____
15. Living Room _____
16. Grass _____
17. Trees _____
18. Flowers _____
19. Yard _____

Make collage of a home using pictures cut out of a magazine and label the above parts in your native language.

Evaluation

Part One

There are three basic comparisons of a home, the student will be graded on the quality of the work turned in.

Part Two

The student would be able to write the parts of the home in the native language, each word would be worth five percent; with a

total of one hundred percent.

Part Three

No grade will be given for the collage as this is an artistic venture. However, it must be done and turned in. If it isn't done a total of twenty five points will be taken off the two combined grades.

The success of this unit will depend upon the class discussions, interaction and sharing of information.

Unit V

Objective

1. To show that in all countries there is a place set aside to prepare food.

2. To show that there are some similarities and differences in the appliances and utensils used.

3. To compare and contrast the area set aside for food preparation in the native country and in their home here.

Content

In _____ a kitchen is called a _____.

In the _____ you might find the following:
(write these words in your native language.)

1. Table _____

2. Chairs _____

3. Stove _____

4. Refrigerator _____

5. Cupboards _____

6. Dishes _____

7. Cups _____

8. Plates _____

9. Forks _____
(If forks are not used list what is used in their place.)

10. Knives _____

11. Spoons _____

12. Glasses _____

13. Sink _____
(If there is not a sink with running water, tell how the dishes are washed and where the water comes from.)

Compare the kitchen in your home with the kitchen in _____, tell us how they are alike and how they are different.

Is your kitchen easier to prepare a meal in and if so, what makes it easier?

Evaluation

There are two parts to do independently in this unit and each section will be evaluated seperately.

A test would be given to have the student write out the kitchen components in his native language.

The second would be the "doing" section of the unit when the parents could come to share and cook with the class, some of the foods unique to their culture and country. The parent at this time could explain the differences between the kitchen in their native country and their kitchen here.

This section of the unit would be structured towards sharing and not formal evaluation.

Unit VI

Objective

This would be given as a memory test at the end of the supplement, with the objective being to use the correct word in the blank.

Content

Try and put the correct word in the blank, using your native language.

My mother would take the food out of the _____ and
refrigerator
cook it on the _____. She would put the _____ on
stove food
the _____ and we would sit on the _____ to eat.
table chairs

After we ate we would wash the _____ in the _____.
dishes sink
Then we would put away the _____, _____, _____,
plates cups spoons
_____ and _____ in the _____.
forks knives cupboard

Evaluation

This portion could either be graded or not depending on the grade level of the class.

Conclusion

At the conclusion of this learning experience a questionnaire would be sent out to the staff asking:

1. Was this a worthwhile learning experience?
2. If so, what experience was most worthwhile?
3. What were the weaknesses of this supplement?
4. Would they be willing to teach this or a similar aupplement in the future?
5. If they would, what changes, if any, should be made?

A questionnaire should be sent home asking the parents:

1. Did they think this to be a worthwhile learning experience for their children?
2. Would they like to see it repeated in the future?
3. Do they have any suggestions for changes to be made?

The questionnaires then would be tabulated and used as a guideline in preparing future supplements.

Our goal would have been accomplished if after spending the time and effort in learning about the uniqueness of each culture the staff, students and parents would have developed a greater understanding and respect for the individuals and their cultures.

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EXHIBIT I